



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: **Victimology**
Course Number: CNS-6330
Course Date: Fall 2020
Course Meeting Times: Online Weekly Log-in (Canvas)
Course Location: Not Applicable
Course Designation: Level II Elective Course (Clinical Mental Health Counseling Program Only)
Prerequisites: Level I Courses
Limitation on Enrollment: 18

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Catalog Description: This course introduces students to central questions and research in the field of victimology. Emphasis is placed on the role of victims in the criminal process, problems of adjustment to victimization, offender relationships, victim compensation, restorative justice, and victim's rights. Several victim typologies will also be addressed. Students will be given the tools necessary for critical evaluation and understanding of the often-neglected role of the victim before, during, and after the criminal event.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon successful completion of this course, students will:

- A. Gain an understanding of the historical development of the field of victimology and its connections to forensics counseling.
- B. Comprehend how counselors engage in consultation and collaboration with the legal system for clients who have experienced victimization
- C. Demonstrate an understanding of the plight of the victim and how cultural aspects, social movements, and support groups have changed the landscape of the field of victimology for diverse populations.
- D. Assess ethical and legal standards in working with clients who have experienced victimization to mutually determine the most effective therapeutic response in support of the client's best interests
- E. Evaluate the concepts of victim blaming, victim defending, and shared responsibility along with the policies and practices within the study of victimization

II. Course Content

- A. Introduction
 - a. Historical context. What is victimology?
 - b. The re-discovery of crime victims
 - c. Key terms associated with victimology
- B. Forensics counseling
 - a. Role of the counselor
 - b. Interaction with the legal system
 - c. Responsibility to the client
- C. Victimization
 - a. Victimization in the United States
 - b. Violent Crimes
- D. Plight of the victim
 - a. Victim blaming
 - b. Victim shaming

- c. Victim defending
- d. Shared responsibility
- D. Victims and the police
 - a. Victim's rights
 - b. The criminal justice system
- E. Costs of being a victim
 - a. Double victimization
 - b. Victim-witness assistance programs
 - c. Traumatization and re-traumatization
- F. Victimization Reporting
 - a. Victim Bias
 - b. Workplace violence and harassment
- G. Victims of violence by Family Members
 - a. Victimized children
 - b. Victimized elders
 - c. Victimized females
 - d. Mandated reporting
- H. Victims of rape and other sexual assault
- J. Victims in the 21st Century
 - a. Victim empowerment
 - b. Media and public discourse
 - c. Social movements

III. Methods of Instruction

- c. Discussion Board Postings
- c. Assigned Readings
- c. Group Assignment
- c. Case Studies

IV. Methods of Assessment

Assessment	Points
A. Annotated Biography	20-Points
B. Critical Thinking Assignments (3)	10 X 3 = 30-Points
C. Final Paper	20-Points
D. Final Examination	30-Points
Total	100-Points

A. **Annotated Bibliography:** Students will assume the role of a person who has been a victim of crime and who wants to develop a victim assistance program. To begin this process, students will identify an area of research related to victimology and develop resources to be used in the development of a proposal. Identifying a minimum of 5 scholarly and professional resources, students will construct an annotated bibliography. A minimum of 5 pages is required for this assignment, including appropriate APA Formatting. The instructor will provide further guidance on the construction of an annotated bibliography through Canvas. The 5 resources must include a combination of refereed journal articles, web sources, and newspapers and/or periodicals. The following is a suggested, but not exhaustive, list of possible topics:

- Human trafficking
- Elder abuse
- Victimization reporting
- Intimate partner violence
- Sexual Assault
- Battered Woman Syndrome/Battered Child Syndrome
- Rape Crisis Syndrome
- Stalking
- Victims of bias
- Hate Crimes
- Domestic/International Terrorism
- Victim Service Providers
- Hostage situations
- Carjacking victims

- Violence among prisoners

Total Points: 20-Points

Student Learning Outcomes: A, C, D, E

B. **Critical Thinking Assignments (3):** Students will read/listen to each of the 3 resources described below. After reading/listening each article, students will post a 2-page response on Canvas based upon the guiding questions posed in reference to each article/podcast described below. Each of your responses must include appropriate APA Formatting.

(1.) McCart, M. R., Smith, D. W., & Sawyer, G. K. (2010). Help seeking among victims of crime: A review of the empirical literature. *Journal of Traumatic Stress, 23*(2), 198-206. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3803158/>.

Compare and contrast the major differences between individuals who seek support following victimization from formal resources versus informal resources. What are the more significant elements involved in seeking support? Why may individuals choose to seek informal supports over formal supports? What still needs to be learned about individuals seeking informal supports versus formal supports?

(2.) Hanson, R. F., Sawyer, G. K., Begle, Am. M., & Hubel, G. S. (2010). The impact of crime victimization on quality of life. *Journal of Traumatic Stress, 23*(2), 189-197.

Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2910433/>.

Identify how crime victimization impacts the multiple aspects of an individual's life. What life roles are most impacted by crime victimization? Do you agree with the article's assertion that crime victimization may not impact life satisfaction? Please elaborate on this response. What still needs to be learned about life satisfaction and crime victimization?

(3.) Lamar, S. (Producer). (2019, February 05). Smart Talk WITF: Marsy's Law [Audio podcast]. Retrieved from <https://www.marsyslawforpa.com/witf>

Communicate your understanding of Marsy's Law. What does the law do? Why was it developed? Does the state of Pennsylvania support this piece of legislation? Do you feel victims of crime or offenders of crime have greater rights? Would you support this piece of legislation? Please elaborate on your response.

Total Points: 10 X 3 = 30-Points

Student Learning Outcomes: A - E

- C. **Final Paper:** Students will write a 7-8 page research paper based on their topic of interest expressed within the annotated bibliography with a minimum of 8 professional references included within the paper. Title page and reference page should not be included within the 7-8 pages of content and APA Formatting must be utilized throughout the paper. Students should expand upon their area of interest within the annotated bibliography assignment by connecting ideas expressed within the research to the following focus areas:

- (1.) Research topic of interest related to victimology
- (2.) Description on the experiences of this demographic, i.e. potential symptoms, potential diagnoses, short-term effects, long-term effects, and potential social responses to the experience.
- (3.) Description of potential resources available to this demographic and the evidenced-based interventions utilized by such resources to improve the lifestyle and functioning of this demographic.
- (4.) Based upon the research, develop the main components of a program that could serve as a comprehensive intervention for this demographic with considerations to various forms of intervention and duration of the program. The student is encouraged to integrate various components identified within the research to create the structure to a comprehensive intervention program.

The paper should be developed for academic audiences that are looking for the latest information and research on the topic of choice. The focus of the paper is to explore the specific topic in depth using current scholarly literature from peer-reviewed journals.

The paper will be evaluated based on the following:

Total Points: 20-Points

Students Learning Outcomes: B - E

- D. **Final Examination:** The final examination will be cumulative and will cover the major components of the semester. A review sheet will be given to help you focus on exactly which components of the course will be covered.

Total Points: 30-Points

Students Learning Outcomes: A - E

V. **Final Grade Scale**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or receive text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI. Required Textbook and Equipment

Miller, L. (2008). *Counseling crime victims: Practical strategies for mental health professionals*. New York, NY. Springer Publishing Company, LLC.

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 10/22/2018	Miller Ch. 1: Crime and Crime Victims Miller Ch. 3: Psychological Disorders Associated with Crime Victimization	
Week 2: 10/29/2018	Miller Ch. 6: Symptom Management and Short-Term Mental Health Stabilization	Critical Thinking Assignment # 1
Week 3: 11/05/2018	Miller Ch. 7: Counseling and Psychotherapy of Crime Victims	Annotated Bibliography
Week 4: 11/12/2018	Miller Ch. 10: Rape and Sexual Assault Miller Ch. 11: Domestic Violence	Critical Thinking Assignment # 2
Week 5: 11/19/2018	Thanksgiving Holiday – No Class	

Week 6: 11/26/2018	Miller Ch. 12: Workplace Violence Miller Ch. 14: Victims of Terrorism	Critical Thinking Assignment # 3
Week 7: 12/03/2018	Miller Ch. 16: Crime Victims, Mental Health Clinicians, and the Legal System	Final Paper
Week 8: 12/10/2018		Final Examination

VIII. Bibliography

- Baldry, A. C., & Pagliaro, S. (2014). Helping victims of intimate partner violence: The influence of group norms among lay people and the police. *Psychology of Violence, 4*(3), 334-347. <https://doi-org.rosemont.idm.oclc.org/10.1037/a0034844>.
- Burgess, A. W., & Holmstrom, L. L. (1979). Rape: Sexual disruption and recovery. *American Journal of Orthopsychiatry, 49*(4), 648-657. <https://doi-org.rosemont.idm.oclc.org/10.1111/j.1939-0025.1979.tb02650.x>.
- Dreman, S., & Cohen, E. (1990). Children of victims of terrorism revisited: Integrating individual and family treatment approaches. *American Journal of Orthopsychiatry, 60*(2), 204-209. <https://doi-org.rosemont.idm.oclc.org/10.1037/h0079184>
- Gilmour, M. B. (2001). A model for a telephone response system to disaster and trauma. *Traumatology, 7*(3), 120-124. <https://doi-org.rosemont.idm.oclc.org/10.1177/153476560100700304>.
- Goodman, G. S., Goldfarb, D., Quas, J. A., & Lyon, A. (2017). Psychological counseling and accuracy of memory for child sexual abuse. *American Psychologist, 72*(9), 920-931. <https://doi-org.rosemont.idm.oclc.org/10.1037/amp0000282>.
- Herek, G. M. (1989). Hate crimes against lesbians and gay men. Issues for research and policy. *American Psychologist, 44*(6), 948-955. <https://doi-org.rosemont.idm.oclc.org/10.1037/0003-066X.44.6.948>.

- Herek, G. M., Gillis, J. R., & Cogan, J. C. (1999). Psychological sequelae of hate crime victimization among lesbian, gay, and bisexual adults. *Journal of Consulting and Clinical Psychology, 67*(6), 945-951. <https://doi-org.rosemont.idm.oclc.org/10.1037/0022-006X.67.6.945>.
- Huston, K. (1984). Ethical decisions in treating battered women. *Professional Psychology: Research and Practice, 15*(6), 822-832. <https://doi-org.rosemont.idm.oclc.org/10.1037/0735-7028.15.6.822>.
- Kawana, N., Ishimatsu, S., Matsui, Y., Tamaki, S., & Kandra, K. (2005). Chronic posttraumatic stress symptoms in victims of Tokyo subway sarin gas attack. *Traumatology, 11*(2), 87-102. <https://doi-org.rosemont.idm.oclc.org/10.1177/153476560501100204>.
- Libow, J. A., & Doty, D. W. (1979). An exploratory approach to self-blame and self-derogation by rape victims. *American Journal of Orthopsychiatry, 49*(4), 670-679. <https://doi-org.rosemont.idm.oclc.org/10.1111/j.1939-0025.1979.tb02652.x>.
- Peltzer, K. (2001). An integrative model for ethnocultural counseling and psychotherapy of victims of organized violence. *Journal of Psychotherapy Integration, 11*(2), 241-262. <https://doi-org.rosemont.idm.oclc.org/10.1023/A:1016661609156>.
- Naturale, A., Lowney, L. T., & Brito, C. S. (2017). Lessons learned from the Boston Marathon bombing victim services program. *Clinical Social Work Journal, 45*(2), 111-123. <https://doi-org.rosemont.idm.oclc.org/10.1007/s10615-017-0624-7>.
- Rafferty, Y. (2013). Child trafficking and commercial sexual exploitation: A review of promising prevention policies and programs. *American Journal of Orthopsychiatry, 83*(4), 559-575. <https://doi-org.rosemont.idm.oclc.org/10.1111/ajop.12056>.
- Rafferty, Y. (2018). Mental health services as a vital component of psychosocial recovery for victims of child trafficking for commercial sexual exploitation. *American Journal of Orthopsychiatry, 88*(3), 249-260. <https://doi-org.rosemont.idm.oclc.org/10.1037/ort0000268>.
- Roberto, K. A. (2016). The complexities of elder abuse. *American Psychologist, 71*(4), 302-311. <https://doi-org.rosemont.idm.oclc.org/10.1037/a0040259>.

- Romans, J. S. C., Hays, J. R., & White, T. K. (1996). Stalking and related behaviors experienced by counseling center staff members from current or former clients. *Professional Psychology: Research and Practice*, 27(6), 595-599. <https://doi-org.rosemont.idm.oclc.org/10.1037/0735-7028.27.6.595>.
- Salisbury, J., Ginorio, A. B., Remick, H., & Stringer, D. M. (1986). Counseling victims of sexual harassment. *Psychotherapy: Theory, Research, Practice, Training*, 23(2), 316-324. <https://doi-org.rosemont.idm.oclc.org/10.1037/h0085616>.
- Sapp, M. (2006). The strength-based model for counseling at-risk youths. *The Counseling Psychologist*, 34(1), 108-117. <https://doi-org.rosemont.idm.oclc.org/10.1177/0011000005282370>.
- Shamaskin-Garroway, A. M., Giordanao, N., & Blakley, L. (2017). Addressing elder sexual abuse: The critical role for integrated care. *Translational Issues in Psychological Science*, 3(4), 410-422. <https://doi-org.rosemont.idm.oclc.org/10.1037/tps0000145>.
- Stewart, J., Todd, N., & Kopeck, C. (2010). A clinical model in action in intensive residential treatment: Meeting the needs of adolescent boys who have experienced domestic violence. *Journal of Child and Family Studies*, 19(4), 419-428. <https://doi-org.rosemont.idm.oclc.org/10.1007/s10826-009-9312-8>.
- Sullivan, T. P., Weiss, N. H., Price, C., Pugh, N., & Hansen, N. B. (2018). Strategies for coping with individual PTSD symptoms: Experience of African American victims of intimate partner violence. *Psychological Trauma: Theory, Research, Practice, and Policy*, 10(3), 336-344. <https://doi-org.rosemont.idm.oclc.org/10.1037/tra0000283>.
- Walker, L. E. (1991). Post-traumatic stress disorder in women. Diagnosis and treatment of battered woman syndrome. *Psychotherapy: Theory, Research, Practice, Training*, 28(1), 21-29. <https://doi-org.rosemont.idm.oclc.org/10.1037/0033-3204.28.1.21>.
- Woodhams, J., Hollin, C. R., Bull, R., & Cooke, C. (2012). Behavior displayed by female victims during rapes committed by lone and multiple perpetrators. *Psychology, Public Policy, and Law*, 18(3), 415-452. <https://doi-org.rosemont.idm.oclc.org/10.1037/a0026134>.

IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
History and philosophy of the counseling profession and its specialty areas (1a. Professional Counseling Orientation and Ethical Practice).	Final Paper, Final Examination	(A) (B)
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1b. Professional Counseling Orientation and Ethical Practice).	Final Paper, Final Examination	(B)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (1c. Professional Counseling Orientation and Ethical Practice).	Critical Thinking Assignments, Final Paper	(C) (D)
Advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients (1e. Professional Counseling Orientation and Ethical Practice).	Critical Thinking Assignments, Final Paper	(C) (D) (E)
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and Ethical Practice).	Critical Thinking Assignments, Final Examination	(D)
Theories and models of multicultural counseling, cultural identity development and social justice and advocacy (2b. Social and Cultural Diversity).	Critical Thinking Assignments, Final Paper	(C)
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2d. Social and Cultural Diversity).	Critical Thinking Assignments, Final Examination	(C) (E)
Help-seeking behaviors of diverse clients (2f. Social and Cultural Diversity).	Critical Thinking Assignments, Final Paper	(C) (E)

Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2h. Social and Cultural Diversity).	Annotated Bibliography, Final Paper	(B) (C) (D) (E)
Systematic and environmental factors that affect human development, functioning and behavior (3f. Human Growth and Development).	Critical Thinking Assignments, Final Examination	(A) (C) (E)
Effects of crisis, disasters and trauma on diverse individuals across the lifespan (3g. Human Growth and Development).	Annotated Bibliography, Critical Thinking Assignments, Final Paper, Final Examination	(C) (E)
Approaches for assessing the conditions of the work environment on clients' life experiences (4d. Career Development).	Final Examination	(C) (D)
Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships).	Final Paper	(D) (E)
Evidence-based counseling strategies and techniques for prevention and intervention (5j. Counseling and Helping Relationships).	Annotated Bibliography, Final Paper	(D) (E)
Strategies to promote client understanding of and access to a variety of community based resources (5k. Counseling and Helping Relationships).	Final Paper	(C) (D)
Types of groups and other considerations that affect conducting groups in various settings (6f. Group Counseling and Group Work).	Final Paper	(D)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing).	Final Examination	(D) (E)
Procedures for identifying trauma and abuse and for reporting abuse (7d. Assessment and Testing).	Final Examination	(D) (E)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation).	Annotated Bibliography, Final Paper	(A) (C)
Identification of evidence-based counseling practices (8b. Research and Evaluation).	Annotated Bibliography, Final Paper	(D) (E)

CACREP Specialty Area Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
1. Foundations		
A. History and development of clinical mental health counseling	Final Paper, Final Examination	(A) (B)
E. Psychological tests and assessments specific to clinical mental health counseling	Final Examination	(D)
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Critical Thinking Assignments, Final Paper, Final Examination	(B) (C) (D)
F. Impact of crisis and trauma on individuals with mental health diagnoses	Annotated Bibliography, Critical Thinking Assignments, Final Paper, Final Examination	(C) (E)
I. Legislation and government policy relevant to clinical mental health counseling	Critical Thinking Assignments, Final Examination	(D)
L. Legal and ethical considerations specific to clinical mental health counseling	Critical Thinking Assignments, Final Paper, Final Examination	(D)
3. Practice		
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Annotated Bibliography, Final Paper	(D) (E)
C. Strategies and interfacing with the legal system regarding court-referred clients	Final Examination	(B)
E. Strategies to advocate for persons with mental health issues	Annotated Bibliography, Final Paper	(C) (D) (E)